

Developing Educators' Mastery of Religious Materials to Increase the Competitiveness of Islamic Boarding Schools

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ABSTRACT

Developing the quality of educators in Islamic boarding schools plays a crucial role in realizing competitive Islamic boarding schools, adapting to current developments, and being open to renewal. This study aims to describe the planning, implementation, evaluation, and follow-up of collaborative development with educators to create competitive Islamic boarding schools. The study employed a qualitative approach with a multi-site case study design at Darunnajah Islamic Boarding School and Amanatullah Islamic Boarding School. Data were collected through observation, interviews, and documentation using purposive sampling techniques, and analyzed using triangulation. The research results show that, first, educator quality development planning tends to be conducted periodically, taking into account the complexity of the problems, the characteristics of human resources, and the needs of the development program. Second, the implementation pattern of educator quality development varies according to the governance and leadership style applied; the more participatory and adaptive the leadership, the greater the opportunity for integration between traditional values and modern management practices. Third, educator quality evaluation generally includes aspects of institutional performance, the effectiveness of the learning process, educator self-reflection, and analysis of the institutional context. Fourth, follow-up to mutual development requires the implementation of sustainable mutual management principles realized through training programs, a tiered evaluation system, and consistent stakeholder involvement. This finding confirms that systematic and contextual development of educator quality is an important factor in building the competitiveness of Islamic boarding schools in the modern era.

Keywords: Educator Quality Development, Competitive Islamic Boarding School, Quality Education.

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INTRODUCTION

Education plays a strategic role in shaping the quality of human resources (HR). In the context of globalization, international competition is increasingly determined by the excellence of human resources. Globalization, marked by the development of information technology, cultural flows, and market openness, demands that every nation develop superior, adaptive, and competitive human resources. Data from the World Economic Forum 2019 shows that Indonesia's competitiveness ranks 50th out of 144 countries, down from 45th the previous year. While still better than several Southeast Asian countries, this position lags far behind Singapore, Japan, and Malaysia. This fact emphasizes the importance of developing quality human resources as a key factor in enhancing national competitiveness¹.

One sector that plays a crucial role in human resource development in Indonesia is education. Educational institutions serve not only as a place to transfer knowledge but also as a vehicle for the formation of values, skills, and character. Among the educational institutions deeply rooted in Indonesian society are Islamic boarding schools (pesantren). Pesantren are unique and distinctive traditional Islamic educational institutions. In addition to serving as centers of religious instruction, they also serve as centers for moral formation, community development, and the preservation of Islamic values. This uniqueness places Islamic boarding schools in a strategic position in developing human resources who are not only intellectually intelligent but also spiritually and morally mature².

As time goes by, Islamic boarding schools face new challenges. Modernization, globalization, and social change require them to adapt without losing their identity. Islamic boarding schools are no longer sufficient to produce graduates with religious competence; they must also be able to produce a generation that is competitive at the national and global levels. Improving the quality of educators, namely ustaz (Islamic teachers), is a key factor. Educators are not only transmitters of knowledge but also moral role models, motivators, and learning managers who must master pedagogical, professional, social, and personality competencies³.

However, in reality, there is still a gap between expectations and reality. Ideally, Islamic boarding schools should produce graduates who are superior, competitive, and relevant to the needs of modern society. However, many Islamic boarding schools still face limitations, particularly in the development of collaborative educators. Some educators are still limited in their mastery of modern learning methodologies, information technology, and effective classroom management. This situation indicates that improving the quality of educators is an urgent need to ensure Islamic boarding schools remain relevant to the changing times⁴.

¹ Maria Katje Tupamahu, 'Covid-19 vs Social Protection Case Study of Declining Competitiveness, Information & Communication Technology Adoption in Indonesia', *International Journal of Artificial Intelligence Research*, 6.1 (2021) <<https://doi.org/10.29099/ijair.v6i1.341>>.

² Yunus and Abu Bakar Dja'far, *Manajemen Pendidikan Islam (Konsep, Prinsip, Ruang Lingkup Manajemen Pendidikan Islam)* (Indramayu: Adanu Abitama, 2022).

³ Sigit Priatmoko, 'Memperkuat Eksistensi Pendidikan Islam Di Era 4.0', *TA'LIM : Jurnal Studi Pendidikan Islam*, 1.2 (2018), 221–39 <<https://doi.org/10.52166/talim.v1i2.948>>.

⁴ I Gede Juliana Eka Putra and Anak Agung Gede Agung Wedhatama Pemayun, 'Renstra Sistem Informasi Pengukuran Kinerja Dosen Dengan It Balanced Scorecard', *Jurnal Teknologi Informasi Dan Komputer*, 5.1 (2019), 10–20 <<https://doi.org/10.36002/jutik.v5i1.632>>.

Previous research has focused on aspects of Islamic boarding school modernization, integrated curricula, and their social role. For example, Fahham discusses the acculturation of the Islamic boarding school education system with the modern school system⁵; Hidayah emphasizes the role of Islamic boarding schools in character building and civil society⁶; and Mu'is highlights the importance of human resource development through community development strategies in Islamic boarding schools⁷. However, studies specifically examining the mutual development of educators as the core driving force of the Islamic boarding school education system are still limited. Therefore, this research is novel because it deeply analyzes the planning, implementation, evaluation, and follow-up of collaborative development between educators within the framework of realizing competitive advanced Islamic boarding schools.

The contribution of this research lies in two aspects. First, theoretically, this research develops a proposition about the pattern of mutual development of educators in Islamic boarding schools as a response to the demands of the times. The results are expected to enrich studies on Islamic education management, particularly regarding the integration of Islamic boarding school traditions with the principles of educational quality management. Second, this research can provide practical recommendations to Islamic boarding school managers in developing more effective and sustainable strategies to improve the quality of educators. This is crucial because the quality of educators will significantly determine the quality of graduates and ultimately contribute to the competitiveness of Islamic boarding schools in national and global education competition⁸.

Based on this conceptual framework, the focus of this research is to analyze the planning, implementation, evaluation, and follow-up processes of collaborative development among educators to create competitive Islamic boarding schools. Using a qualitative, multi-site case study approach, this research seeks to identify patterns of mutual development among educators that can serve as references in developing adaptive, superior, and competitive Islamic boarding schools, without abandoning their distinctive traditions.

RESEARCH METHODOLOGY

This research employed a qualitative approach with a multi-site case study. This approach was chosen because the researchers wanted to obtain a comprehensive, in-depth, and natural picture of the phenomenon of educator development in realizing competitive Islamic boarding schools. The research locations were two Islamic boarding schools with distinct characteristics: Darunnajah Islamic Boarding School in Cluring, Banyuwangi, and Amanatulloh Islamic Boarding

⁵ Achmad Muchaddam Fahham, *PENDIDIKAN PESANTREN: Pola Pengasuhan, Pembentukan Karakter, Dan Perlindungan Anak*, ed. by Nuri Hidayatus Sholehah, II (Jakarta: Publica Institute Jakarta, 2020).

⁶ Nur Hidayah, 'Modernisasi Sistem Pendidikan Pesantren Salafiyah Nur', *Ri'ayah: Jurnal Sosial Dan Keagamaan*, 19.8 (2019), 159–70.

⁷ Abdul Mu'is, 'Manajemen Pengembangan Sdm Di Pondok Pesantren As-Syafaah Kebonsari Jember', *Fenomena*, 20.1 (2021), 33–44 <<https://doi.org/10.35719/fenomena.v20i1.45>>.

⁸ Mu'ammar Ramadhan and Ahmad Tantowi, *Pendidikan Islam Di Era Transformasi Global* (Semarang: Pustaka Rizki Putra, 2022).

School in Gambiran, Banyuwangi, allowing for the collection of rich and diverse data for comparative analysis⁹.

The research informants were selected purposively, namely those deemed to possess knowledge, experience, and direct involvement in collaborative development with educators. These informants included the pesantren's caretaker, administrators, educators, and students. From Darunnajah Islamic Boarding School in Cluring, the primary informant was KH. Hudan Dardiri Salam, the caretaker of the pesantren, as he plays a key role in policymaking and strategic direction for educator quality development. Additionally, *Ustaz* Nur Rohmad and *Ustaz* Ubaidillah Fuad were involved as administrators and educators who play a direct role in implementing the educator development program. Among the students, Muhit Asro'i was selected to represent the program's beneficiaries.

Meanwhile, from the Amanatulloh Gambiran Islamic Boarding School, the primary resource person was KH. Rouhin Huda, the school's caretaker who leads the policy direction for mutual development of educators. *Ustaz* Amir Mahmud, the school administrator, and *Ustaz* Abdul Aziz Ali, an educator, were selected to provide an overview of the program's implementation in terms of management and the teaching-learning process. Meanwhile, Khoirul Anam was involved as a resource person from the student community.

Data collection techniques included observation, interviews, and document study. Observations were conducted through direct observation of activities related to the collaborative development process for educators, including planning, implementation, evaluation, and follow-up. Interviews were semi-structured using flexible question guides, allowing researchers to delve deeper into the informants' responses. Key topics included educators' needs, expectations, and challenges; the internal conditions of the Islamic boarding school and available support; strategies, implementation, and evaluation of collaborative development for educators; the vision and direction of development; external collaboration; and the competitiveness of the Islamic boarding school.

The document review focused on exploring various documents relevant to collaborative educator development, such as educator development policies (quality, professionalism, evaluation), Islamic boarding school curriculum and educator development, educator competency standards (pedagogical, academic, technological, and pesantren values), human resource development plans (recruitment, selection, quality improvement), financial plans (budget and funding sources for educator development), evaluation and feedback mechanisms, monitoring programs, external collaboration with other educational institutions, supporting infrastructure development, and evaluations in the form of performance indicators and their impact on educational quality in Islamic boarding schools.

To maintain data validity, researchers used credibility testing through triangulation of sources, techniques, time, and place. Transferability was ensured by systematically compiling the research report so it could be applied to similar contexts. Dependability was achieved through auditing the research process, from focus determination to conclusions. Confirmability was

⁹ Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: Remaja Rosdakarya, 2019).

achieved by ensuring that all data, information, and interpretations obtained were consistent with the objectives, were accurate, and accountable.

RESULTS AND DISCUSSION

RESULTS

Educator Quality Development Planning Process

Research results show that Darunnajah Islamic Boarding School, Cluring, and Amanatulloh Islamic Boarding School, Gambiran, share a commitment to collaborative development planning with educators, guided by the boarding school's vision and mission, as well as government regulations, including Presidential Regulation Number 82 of 2021 concerning Funding for Islamic Boarding Schools and Minister of Religious Affairs Regulation Number 31 of 2020 concerning Islamic Boarding School Education.

At Darunnajah Islamic Boarding School, planning emphasizes input, process, and output components. This is implemented through the development of a program that integrates the National Education Standards (SNP), the Ministry of Religious Affairs curriculum, and the accreditation system. Furthermore, this boarding school implements a student, teacher, and parent satisfaction questionnaire as a form of evaluation service, allowing for measurement of quality management aspects.

In contrast, Amanatulloh Islamic Boarding School, Gambiran, focuses on the student learning process. The curriculum developed is integrative, combining religious and general knowledge using the PAIKEMI (Active, Innovative, Creative, Effective, Enjoyable, and Islamic) model. Joint planning is implemented through enhancing educator professionalism, with a focus on foreign language and technology-based learning.

Both Islamic boarding schools prioritize strengthening teacher competency, but Darunnajah places greater emphasis on governance and quality management systems, while Amanatulloh emphasizes the development of modern learning methods.

Implementation Patterns for Educator Quality Development

In terms of implementation, Darunnajah Islamic Boarding School in Cluring adheres to the national curriculum and the Ministry of Religious Affairs curriculum. The implementation of PAIKEMI standards is realized through the provision of computer laboratories, language laboratories, multimedia equipment, and teacher development activities such as workshops and Subject Teacher Meetings (MGMP). Teachers are also motivated to continue their studies to the Master's and Doctoral levels, and are accustomed to using Arabic and English in their daily activities.

Meanwhile, Amanatulloh Islamic Boarding School in Gambiran emphasizes a pesantren-based curriculum approach integrated with the national curriculum. Quality implementation is carried out through comparative studies with more advanced Islamic boarding schools, curriculum training with external speakers, and awards for outstanding teachers. Amanatulloh also requires teachers to attend Arabic and English language courses facilitated by the institution and equips them with technological skills through an ICT literacy program.

Both Islamic boarding schools have demonstrated high levels of satisfaction from students and parents. However, there are differences in orientation: Darunnajah emphasizes physical facilities and transparent management, while Amanatulloh prioritizes language proficiency, technology, and teacher appreciation.

Educator Quality Development Evaluation Techniques

Educator quality evaluations at both Islamic boarding schools are conducted periodically, either monthly, semi-annually, or annually. Darunnajah Islamic Boarding School in Cluring utilizes evaluations oriented toward transparency, accountability, efficiency, and effectiveness. The evaluation covers aspects of the curriculum, institutional management, and student services. This boarding school also compiles an Institutional Self-Evaluation (EDL) to determine the achievement of established programs.

Amanatulloh Islamic Boarding School in Gambiran, on the other hand, conducts evaluations using a contextual analysis approach as a consideration for quality improvement. The evaluation focuses on the learning process, with the aim of increasing efficiency, relevance, and innovation in teaching. Similar to Darunnajah, this boarding school also prioritizes follow-up actions to address identified weaknesses.

Thus, both Islamic boarding schools share a similar reflective and continuous evaluation pattern. However, Amanatulloh tends to place greater emphasis on improving the learning process, while Darunnajah emphasizes comprehensive institutional management.

Follow-up on Teacher Quality Development

Follow-up on quality development at Darunnajah Islamic Boarding School in Cluring is carried out through the provision of infrastructure, training, workshops, and comparative studies. This approach emphasizes refining technology-based teaching methods and continuously improving teacher competency.

Meanwhile, Amanatulloh Islamic Boarding School in Gambiran emphasizes follow-up on improving the quality of learning by integrating Salafiyah Islamic boarding school traditions with modern school governance. Needs-based training programs and workshops are designed to support ongoing quality improvement. Amanatulloh also uses evaluation results to strengthen teaching methods and prepare students with global competencies.

Both Islamic boarding schools exhibit a relatively similar follow-up pattern, namely based on continuous improvement. However, Darunnajah focuses more on the aspects of facilities and management, while Amanatulloh focuses more on learning innovations based on the integration of tradition and modernization.

Table 1. Cross-Site Data Findings Results

No	Management Aspects	Darunnajah Islamic Boarding School in Cluring	Amanatulloh Islamic Boarding School in Gambiran
1	Planning	<ul style="list-style-type: none"> - Guided by the vision-mission and standards of SNP, Mabindin, accreditation, and the curriculum of the Ministry of Religion & Ministry of Research and Technology. - Focus on input, process, output, and services based on student & community satisfaction. - Referring to government regulations (Presidential Decree No. 82/2021, PMA No. 31/2020). - HR professionalism is used as the basis for the design of teaching and learning quality assurance. - Quality improvement is carried out through routine questionnaires to students, teachers, and parents. 	<ul style="list-style-type: none"> - Guided by the vision-mission, SNP standards, accreditation, Islamic boarding school curriculum & national curriculum. - Focus on the student learning process and service quality. - Referring to government regulations (Presidential Decree No. 82/2021, PMA No. 31/2020). - Quality assurance is carried out through continuous evaluation and system monitoring. - Services are improved with regular questionnaires to students, teachers, and parents.
2	Implementation	<ul style="list-style-type: none"> - Implementation of the national curriculum & Ministry of Religious Affairs. - PAIKEMI-based learning with laboratory & multimedia facilities. - Improving teacher qualifications (S1–S3), MGMP training, workshops, use of Arabic–English. - Students & parents are satisfied with educational & religious services. - 100% of graduates are equipped with skills. - Facilities and infrastructure are updated 	<ul style="list-style-type: none"> - Implementation of Islamic boarding school & national curriculum. - PAIKEMI-based learning, comparative studies, external workshops. - Teachers are motivated to further study (S2–S3), required to take Arabic–English courses, equipped with a language lab & modern library - Students & parents are satisfied, services are directed at mastering religious knowledge & science. - 100% graduates are at national–international standards

No	Management Aspects	Darunnajah Islamic Boarding School in Cluring	Amanatulloh Islamic Boarding School in Gambiran
		<ul style="list-style-type: none"> with local innovations & regular proposals. - Close relationship with the community/parents. - Special services in the form of internet facilities, laptops, IT-based learning. 	<ul style="list-style-type: none"> - Facilities and infrastructure are developed through the APBD, APBN, and community participation.- Optimal relations with the community/parents.- Special services in the form of teachers being required to have laptops & IT training.
3	Evaluation	<ul style="list-style-type: none"> - Institutional performance evaluation is carried out routinely (monthly, semesterly, annually). - Learning evaluation for effectiveness & efficiency. - Compiling Institutional Self Evaluation (EDL) to measure program achievement. - Determining priority scale and follow-up for continuous improvement. 	<ul style="list-style-type: none"> - Evaluation of institutional performance is carried out routinely (monthly, semesterly, annually). - Evaluation of learning for quality & relevance. - Compiling EDL in the form of context analysis for quality improvement. - Determining priority scales and follow-up for continuous improvement.
4	Follow-up	<ul style="list-style-type: none"> - Focus on providing facilities and infrastructure and improving teacher competency (training, workshops, comparative studies). - In-depth reflection through EDL. - Emphasis on mastering new teaching methods based on information technology. 	<ul style="list-style-type: none"> - Focus on needs-based training and prioritizing follow-up programs. - Institutional self-evaluation to measure program success. - Emphasize the integration of Salafi traditions with modern management.

The table above shows that Darunnajah Cluring Islamic Boarding School and Amanatulloh Gambiran Islamic Boarding School share a similar orientation in developing educator quality. They both emphasize the importance of institutional vision and mission, national quality standards (SNP, accreditation), and the implementation of government regulations related to Islamic boarding school education. However, there are fundamental differences in the management focus and leadership style that shape the competitive character of each institution. In terms of planning, Darunnajah Cluring emphasizes input-process-output integration with a service-based quality

management system approach, while Amanatulloh Gambiran focuses more on the learning process, emphasizing the quality of professional educator services. This difference illustrates the diversification of quality management strategies influenced by institutional culture and differing development directions.

In terms of implementation, Darunnajah Cluring tends to prioritize internal innovation through the use of laboratory facilities, multimedia, and foreign language familiarization. Conversely, Amanatulloh Gambiran prioritizes the integration of Salafiyah Islamic boarding school traditions and modernization through comparative studies, external workshops, and the utilization of government and community resources. This pattern indicates that Darunnajah is more independent in creating innovation, while Amanatulloh is more adaptive to external networks to strengthen its institutional capacity. In terms of evaluation, both Islamic boarding schools implement fairly similar systems: routine, transparent, and accountability-based. However, there are differences in approach: Darunnajah Cluring emphasizes comprehensive program reflection through Institutional Self-Evaluation (EDL), while Amanatulloh emphasizes contextual analysis as a basis for formulating quality improvements. This demonstrates a difference in evaluation paradigms, with Darunnajah focusing more on internal achievements, while Amanatulloh emphasizes relevance to external needs.

Regarding follow-up, Darunnajah Cluring emphasizes the provision of infrastructure and improving teacher competencies using information technology, thus orienting itself toward renewed learning methods. In contrast, Amanatulloh Gambiran emphasizes needs-based training and the integration of Islamic boarding school traditions with modern management. This combination demonstrates that both Islamic boarding schools are competitive, but pursue different paths: Darunnajah is more modern-technological, while Amanatulloh is more traditional-integrative. Thus, it can be concluded that both Islamic boarding schools have succeeded in becoming competitive educational institutions through different yet complementary strategies. Darunnajah Cluring stands out with its professional approach based on a quality system and internal innovation, while Amanatulloh Gambiran excels through its integration of tradition and external adaptation. These strategic differences actually enrich the model for developing Islamic boarding school quality in Indonesia, making it relevant to facing global challenges without losing its traditional Islamic identity.

DISCUSSION

Educator Quality Development Planning in Realising Competitive Islamic Boarding Schools in Darunnajah Cluring and Amanatulloh Banyuwangi.

Educator quality development is an initial activity of the caregiver/leader of Pesantren Darunnajah Cluring, Banyuwangi Regency in an effort to create a competitive pesantren, which is in accordance with the actual needs and hopes of the santri to continuing their education according to the level of their education, this is as¹⁰ is the manager's perception of ideal and actual quality management with instruments on eight critical areas of quality management, namely

¹⁰ Nilda Tri Putri, *Manajemen Kualitas Terpadu: Konsep, Alat, Teknik Dan Aplikasi* (Sidoarjo: Indomedia Pustaka, 2019).

leadership roles, quality policies, product service design training, suppliers quality control, quality data and reports and employees relationship.¹¹

The analysis showed that the perception of actual and ideal quality management is influenced by the organisational quality context.¹² further revealed that, things that must be known by leaders in implementing quality management, one of which is the responsibility of developing a philosophy, quality policy, and providing motivation through leadership.

1. Establishing the Vision and Mission of the Pesantren

- a. The vision of Pesantren Darunnajah consists of several components, namely: The realisation of a religious Darunnajah Islamic Boarding School in the style of ahlissunnah wal jamaah, with qualified graduates, competitive and characterised. Darunnajah Cluring Islamic Boarding School is one of the Islamic educational institutions that is prepared to face future developments and challenges, such as: development of sciences and technologies, the era of information and globalisation which is very fast, as well as dynamic moral and moral challenges. From this vision, Pesantren Darunnajah Cluring in Banyuwangi which carries the theme of Islamic and superior which is able to compete globally, this shows that there is something that is in great demand by many people today (trend) and becomes a stage of the pesantren's independence reform process to realise achievements in all aspects and levels of education in the pesantren.
- b. The vision of Pesantren Amanatulloh Gambiran is: To create cadres of people's leaders who are innovative, independent, have good character and nationalism, and excel in academic and non-academic achievements based on devotion to Allah SWT and the Prophet Muhammad SAW, has indicators (1). Excellence in knowledge of religion and Information and Communication Technology (ICT) and also foreign languages; (2). Excellence in disciplines, character, and akhlaqul karimah in building a noble personality; (3) Excellence in extra-curricular activities and competitions, both academic and non-academic; (4). Improving the graduates' ability to compete in international competitions. From the vision of Pesantren Amanatulloh Gambiran in Banyuwangi which carries the theme of Islamic and superior which is able to compete globally, this shows that there is something that is in great demand by many people today (trend) and becomes a stage of the pesantren's independence reform process to realise achievements in all aspects and levels of education in the pesantren.

As expressed by¹³, that globalisation is essential in the new millennium, multiple globalisation comprising technology globalisation, economy globalisation, social globalisation, political globalisation, culture globalisation and the globalisation of learning. Educationalists and policy makers have a crucial role to play in education transformation to prepare young future leaders to face modern challenges. This paradigm is at the core of the teaching and learning process that seeks to develop a new generation of Contextual Multiple Intelligence (CMI) to be

¹¹ Putri.

¹² Achmad Krisbiyanto, 'Efektifitas Kepemimpinan Kepala Madrasah Terhadap Mutu Pendidikan MTsN 2 Mojokerto', *Nidhomul Haq : Jurnal Manajemen Pendidikan Islam*, 4.1 (2019), 52–69 <<https://doi.org/10.31538/ndh.v4i1.182>>.

¹³ Gede Sedana Suci, Hadion Wijoyo, and Irijus Indrawan, *Pengantar Sosiologi Pendidikan*, ed. by I Putu Gelgel (Pasuruan: Qiara Media, 2020).

leaders in both national and international domains. This is in line with the first step, which is to Implement the PDCA cycle (plan, do, check, action) as a tool to ensure sustainability. This is helpful in realising the policy to sustain and upgrade or raise the level of standards. The circle is the concept that is most essential to the process ¹⁴.

2. Student services

- a. In Pesantren Darunnajah Cluring the method of benefit from educators/teachers/ustad to understudies feels helpful in experiencing made strides instruction, the central of the pesantren has points of interest and specialists (impact), investigation of needs, forecast, execution, Assessment, execution, enhancement, and advancement, work relations, corresponding rewards since the ustad/teachers can get it the circumstance of their understudies, so that ustad/teachers and understudies feel secure and comfortable in working and learning, Comes about of instruction are collectively, not separately.
- b. In Pesantren Amanatulloh Gambiran, the benefit handle from teachers / instructors / ustads to understudies feels comfortable in experiencing way better learning, the head of the pesantren has focal points and specialist (impact), needs investigation, arranging, usage, assessment, execution, advancement, work relations, relative rewards since the ustad/teachers can get it the circumstance of their understudies, so that ustad/teachers and understudies feel secure and comfortable in working and learning, educational yield may be a collective result, not an person result. The advancement of quality administration designs, methodologies and Islamic frameworks alluded to incorporate: tauhid, akidah, sharia and ethics. In Pesantren Amanatulloh Gambiran, the require for quality confirmation arranging can be caught on by all instructors as a proficient benefit to understudies and will have a positive affect on the believe of santri gatekeepers in the pesantren.

The mechanism is considered an effort in quality assurance, in line with what ¹⁵ that quality is conformance to the needs of education stakeholders (conformance to costumers recruitmens). As ¹⁶ opinion reveals, teachers as professionals are expected to conduct assessment (evaluation, quality assurance, supervision or examination, audit) in a professional manner, and are an integral part of management. Continuous improvement is understood as an absolute necessity.

3. Santri Quality Input

- a. Pesantren Darunnajah Sraten places greater emphasis on the inputs, procedures, and results of the quality management system, such as: (1). The entire amount of quality and happiness that Santri is anticipated to provide must be fully realized in the preparation of the teaching and learning process; (2). On a local, national, and worldwide level, the process of organizing education is focused on the closest Higher Education goal; (3). Input quality and process quality

¹⁴ Dinda Tiara and Novera Martilova, 'Strategi Manajemen Operasional Bisnis Dengan Metode Lean Manufacturing Untuk Meningkatkan Pendapatan', *Trending: Jurnal Manajemen Dan Ekonomi*, 2.3 (2024), 227–35 <<https://jurnaluniv45sby.ac.id/index.php/Trending/article/view/2725>>.

¹⁵ Putri.

¹⁶ Yunus and Dja'far.

are similar; (4). Accustom yourself to the santri's mindset; (5). The quality culture will benefit from the procedure.

b. Pesantren Amanatulloh Gambiran focuses more on the quality of the santri process to monitor, measure and analyse the quality management system in each process in assuring input quality, process quality, and output quality, process, and output quality, namely: (1). Process improvement runs effectively through assignments, performance indicators; (2). Fulfilment, providing resources and process information; (3). Performing continuous improvement actions on each output.

In the context of pesantren as a system, as stated by ¹⁷ the most crucial component in the transformation process is "learning services," so this understanding becomes the foundation of the implementation of quality assurance in educational institutions. In another context, it is conveyed that one of the strategies to achieve fostering children's personal excellence is quality thinking or changing the new paradigm of education to quality (quality oriented).

4. Quality Policy Reference

The human assets and offices arranged and used for the logical advancement handle of santri at Pesantren Darunnajah Cluring and at Pesantren Amanatulloh Gambiran are very agent and ideal. It can be seen from the positive affect of scholarly accomplishment and supporting abilities (live abilities). As an Islamic-based instructive institution, it appears its quality in competing with other teach. The appearance of quality accomplished cannot be isolated from the competence of arranging and consistency of quality administration execution driven by the best pioneer. The competence and immovability and skill of the pioneer are the beginning and fundamental keys in synergising all the potential within the institution in figuring it out scholastic and non-academic accomplishments.

So planning in the context of high achievement-orientated education requires a basic reference to the concept of management. The author in this discussion uses Integrated Quality Management in Education. TQM (Total Quality Management) is a framework that involves guiding or directing a group of people towards organisational goals ¹⁸. Management is also a science and or art. It is said to be an art because it is used as an approach to how to achieve the expected results effectively and efficiently ¹⁹. A management system that promotes quality as a business strategy and is oriented towards customer satisfaction by involving all members of the organization ²⁰.

One of the urgent elements in management is leadership. Caregivers/Kyai or pesantren are leaders in educational institutions. His presence inspires and influences a number of people he

¹⁷ Mu'is.

¹⁸ Muhammad Zainul Arifin, 'Strategi Manajemen Kepala Sekolah Dalam Meningkatkan Prestasi Belajar Siswa Di Smp Ma'Arif Nu Garum Blitar', *Jurnal Pendidikan Dan Studi Islam*, 10.1 (2022), 41 <<https://jurnal.badrusholeh.ac.id/index.php/AI-Hikmah/article/view/308/292>>.

¹⁹ A. Fatoni, 'Manajemen Pengembangan Kurikulum Berbasis KKN', *Al-Idarah : Jurnal Kependidikan Islam*, 11.1 (2019), 1–14 <http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM PEMBETUNGAN TERPUSAT STRATEGI MELESTARI>.

²⁰ Mulyadi Hermanto, 'Manajemen Mutu Terpadu (MMT) Dalam Pendidikan Islam', *Al-Muaddib :Jurnal Ilmu-Ilmu Sosial Dan Keislaman*, 4.2 (2019), 228–49.

leads. The success of a leader in carrying out his duties can be seen from the ability to influence the academic community in matters of ideas, feelings, attitudes and behaviour desired by educational institutions ²¹.

5. Quality Assurance Design

Based on the inquire about discoveries, the accomplishment improvement plan of Pesantren Darunnajah understudies does not as it were center on cognitive fortifying (retaining immaculate sciences) but too life aptitudes. This system and introduction is so that the yield contains a logical base and live aptitudes that are exceptionally useful in confronting the reality of life. As an Islamic-based instructive institution that's able to plan and provide its understudies can exist in taking portion in society with the weight of information, life abilities, social sholih, the quality of otherworldly values that are very solid and satisfactory. This truth is what is anticipated in Islam for the acknowledgment of quality Muslims who can advantage themselves, their families, devout picture, country and nation. Pesantren foundations from the victory of overseeing and creating potential can be called exceptional. Regulation and individual accomplishment is an coordinates framework that underpins and depends on each other in accomplishing the anticipated obesession

Based on the research findings, the design of the development of santri achievement in Pesantren Amanatulloh Gambiran is located in the hamlet of Jajag, Gambiran sub-district, which is a semi-modern boarding school, also called a kholaf pesantren, a combination of salaf and modern. However, it exists independently, and its established climate is identical to that of other pesantrens. The management design combines contemporary management with the synergistic attachment of Salaf traditions. The creator, who also serves as the primary policymaker, has a deep-rooted commitment to upholding the principles of salafiyah pesantren and possesses broad, contemporary ideas. With its destiny, the leader under the auspices of the foundation is allowed to take quick and independent steps. The leadership style that can be categorised as authoritarian has a positive impact on the accelerated development of the management of the institution. Indeed, authoritarianism is not always negative if followed by the principles/commitment of the need for goodness, honesty, justice and accelerated progress.

Within the Islamic point of view, administration has ended up a term or concept that cannot be avoided in arrange to realize a objective. To realize its objectives, Islamic instruction is supreme and must have good management and reliably guided by its rules. The understanding of Islamic instruction administration may be a process of organizing or overseeing Islamic instructive teach that include Muslim human assets and depend on Islamic standards in moving to attain objectives viably and effectively ²².

²¹ Kiki Aulia Rezky, Andi Bunyamin, and Andi Darmawangsa, 'Pengaruh Kepemimpinan Kepala Madrasah Dan Motivasi Kerja Terhadap Kinerja Guru Di Madrasah Aliyah Negeri 3 Makassar', *Journal of Gurutta Education (JGE)*, 2.2 (2023), 80–93 <<https://doi.org/10.52103/jge.v2i2.1387>>.

²² Ramadhan and Tantowi.

Implementation of Educator Quality Development in Realising Competitive Pesantren at Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi.

Each instructive institution has its claim administration qualification. The development and improvement of the refinement is significantly impacted by a few things, but the foremost powerful components are the capabilities and fashion of the pioneer and the vision and mission of the institution. These two components will influence the administration of solid, energetic and responsible administration of instructive teach. This component gets to be a vital grouping towards the acknowledgment of decency administration of instructive educate. This circumstance proceeds and creates to gotten to be a competitive pesantren. Competitive pesantren status could be a refinement that includes a positive notoriety for partners

Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran as private educational institutions both have full sovereignty in designing and implementing quality management. This equality of authority affects the pattern, style, and acceleration in the process of management and development towards an outstanding educational institution in its own way, among others:

1. Curriculum and Learning Activity Standards.

The educational modules framework of Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran is made by considering the social needs of the community, social conditions, understudies, learning needs and based on integration, to be specific between Islam and common. The definition of learning execution measures utilizing PAIKEMI measures is:utilizing apparatuses that are in understanding with the strategies utilized in a specific SK; and taking after the advancement of instructive learning. Usually in line with what is revealed by ²³, that the educational modules may be a program given by instructive educate (pesantren) for understudies based on the instructive program, understudies carry out different learning exercises, in this manner empowering their advancement and development in agreement with the required instructive targets.

2. Competence and Qualifications of Educators and Education Personnel.

Pesantren Darunnajah Cluring in planning teachers who have satisfactory competence and capabilities, both in terms of instructing competency measures and in terms of instructive capabilities must be in understanding with the field instructed, expanding the exercises of the Subject Educator Meeting (MGMP). For the improvement of instruction faculty by partaking in preparing in understanding with their primary obligations and capacities. Pesantren Amanatulloh Gambiran as the initiate of learning exercises, and in arrange to make strides the competence of teachers, different endeavors are made, counting: (1). Progressing scholarly capabilities; (2). Upgrading inner MGMP exercises; (3). Strengthening of instructors with workshops on the arrangement of learning devices, English dialect preparing for instructors and chairmen, and preparing on ICT-based learning and E-learning; (4). Giving openings for instructors to proceed their thinks about to S2 and S3; (5). Shaping and enacting consider bunches with supervision from

²³ Oemar Hamalik, *Proses Belajar Mengajar* (Jakarta: Bumi Aksara, 2016).

instructors. To move forward the quality or quality of teachers and instruction staff, each pesantren as a rule incorporates a diverse way from one another, this is often uncovered by danim that:

Essentially, quality is the same as quality. The idea of quality within the setting of instruction alludes to input, handle, yield, and affect. Input quality can be seen from different sides. To begin with, the great condition or not of human asset inputs such as principals, instructors, regulatory staff and understudies or santri. Moment, whether or not the fabric input criteria are met within the shape of educating helps, educational programs books, offices and foundation of the institution (pesantren). Third, whether or not the computer program input criteria are met, such as authoritative structure directions, work depictions, and authoritative structures. Fourth, the quality of input within the nature of desires and needs, such as vision, inspiration, diligence and standards ²⁴.

3. Quality Objectives of Learners

Pesantren Darunnajah Cluring for learner quality centers on input quality targets (necessities, choice components, etc.), forms (educational modules, PBM, supervision and appraisal) are coordinated at adjusting the educational modules with the educational modules to be chosen, and making MoUs with educate whose educational programs has been received, yields (graduation, proceeding) are coordinated at welcome pathways and for test pathways there are too numerous who succeed, results (following graduates and disseminating graduates) are very well composed. Changes that happen in all measurements inside the santri, specifically the physical measurement, mental measurement, social measurement, cognitive measurement (considering), and otherworldly measurement. The quality targets of input (prerequisites, determination instruments, etc.), prepare (educational modules, PBM, supervision and appraisal), yield (graduation, internship, work and work dispersion), result (following of graduates and dissemination of graduates) in each institution (pesantren) have commitments and arrangements.

Pesantren Amanatulloh Gambiran to make strides the quality of input with the fulfillment of understudies and guardians of clients, the pesantren gives extraordinary administrations which are moreover exceptionally closely related to making strides the quality of understudies. Changes that happen in all measurements inside the santri, to be specific the physical measurement, mental measurement, social measurement, cognitive (considering) measurement, and otherworldly measurement. The quality targets of input (necessities, choice components, etc.), handle (educational modules, PBM, supervision and appraisal), yield (graduation, internship, work and work dispersion), result (following of graduates and dispersion of graduates) in each institution (pesantren) have commitments and approaches.

As clarified by ²⁵, that: competence is characterized as satisfactory capacity to perform a errand or as having the specified abilities and capacities. In a wide sense, it is clarified that each strategy utilized in lessons pointed at accomplishing competence is to create quality human creatures who have the information, abilities and capacities as required, the word competence was chosen to appear the accentuation on the capacity to illustrate information.

²⁴ Yunus and Dja'far.

²⁵ Hamalik.

4. Learner Quality Objectives

Pesantren Darunnajah Cluring for the quality of understudies centers on input quality targets (necessities, choice instruments, etc.), prepare (educational modules, PBM, supervision and appraisal) coordinated at educational modules arrangement to the educational programs to be chosen, and making MoUs with teach whose educational programs has been embraced, yield (graduation, proceeding) coordinated at the welcome way and for the test way there are too numerous who succeed, result (following graduates and dispersing graduates) is very well sorted out. Changes that happen in all measurements inside the santri, specifically the physical measurement, mental measurement, social measurement, cognitive measurement (considering), and otherworldly measurement. The quality targets of input (necessities, choice instruments, etc.), prepare (educational programs, PBM, supervision and evaluation), yield (graduation, internship, work and work), result (following of graduates and conveyance of graduates) in each institution (pesantren) have commitments and arrangements.

Pesantren Amanatulloh Gambiran to progress the quality of input with the fulfillment of understudies and guardians of clients, the pesantren gives extraordinary administrations which are too closely related to progressing the quality of understudies. Changes that happen in all measurements inside the santri, specifically the physical measurement, mental measurement, social measurement, cognitive (considering) measurement, and otherworldly measurement. Quality targets for input (necessities, choice instruments, etc.), handle (educational modules, PBM, supervision and evaluation), yield (graduation, internship, work and business), result (following graduates and conveying graduates) in each institution (pesantren) have commitments and approaches.

As clarified by ²⁶ that: competence is characterized as satisfactory capacity to perform a errand or as having the specified aptitudes and capacities. In a wide sense, it is clarified that each strategy utilized in lessons pointed at accomplishing competence is to create quality human creatures who have the information, aptitudes and capacities as required, the word competence was chosen to appear the accentuation on the capacity to illustrate information

5. Quality or Quality of Graduates

The quality of graduates of Pesantren Darunnajah is the quality of graduates of each subject with a 100% pass rate and prepared with aptitudes . As an effort of Pesantren Darunnajah Cluring to prepare alumni who do not or have not continued their studies, designing extracurricular activities in the form of skills. In fact, according to the Head of the Boarding Bureau as well as the Chairperson of the Darunnajah Foundation said that for graduates of Madrasah Diniah in 2024 as a trial before boyong, they are required to take part in community service activities for at least one year living / jumping with the community. This programme aims to provide provisions for prospective alumni so that they can live independently and even be ready to compete in the business world. In terms of accomplishments and other capacities such as partaking in MQK (Musabakoh Qiro'atul Kutub), sports (POSPEDA), move, logical work, science and most critically abilities, the capacity to talk outside dialects (Mandarin, English, Arabic) and authority of ICT

²⁶ Hamalik.

(Data and Communication Innovation) or ICT proceeds to be made strides and created so that numerous graduated class of Pesantren Darunnajah Cluring graduates are acknowledged at top choice state colleges in Indonesia and overseas.

The quality or quality of graduates of Pesantren Amanatulloh Gambiran has national additionally worldwide capabilities at once. In terms of accomplishments and other capacities such as taking an interest in MQK (Musabakoh Qiro'atul Kutub), sports (POSPEDA), move, logical work, science and most critically aptitudes, the capacity to talk remote dialects (Mandarin, English, Arabic) and dominance of ICT (Data and Communication Innovation) or ICT proceeds to be progressed and created so that numerous graduated class of Amanatulloh Pesantren graduates are acknowledged at top pick state colleges in Indonesia and overseas. As usually in line with what was expressed by ²⁷, that the criteria for graduation are criteria with respect to the capabilities of graduates' capacities which incorporate states of mind, information, and aptitudes. Madrasahs that are anticipated by the more extensive community as a formal vehicle must be able to reply the issues of the times and must have graduate competency benchmarks.

6. Adequate Learning Facilities

Pesantren Darunnajah Cluring in developing facilities including various learning resources is an integral part within the framework of the basic strategy of continuous quality improvement, in addition to improving teacher professionalism and madrasah management. The acknowledgment of the arrangement of offices within the institution is to attain learning targets for the execution of the instruction process effectively and productively. Offices and framework or offices within the pesantren are very total such as research facilities, libraries and others. In implementing the quality management system, Pesantren Darunnajah has adequate facilities and learning facilities: (1). Renovating the computer laboratory; (2). Building a wider space for the library as well as a meeting room for MGMP; (3). Making simple teaching aids from unused natural resources; (4). Using existing tools as needed; (5). Making proposals every new school year for tools that do not yet exist to the madrasah.

The learning prepare of upgrading instructive foundation offices with sources in Pesantren Amanatulloh Gambiran, specifically as takes after: (1). Utilizing and using existing educating helps in KBM; (2). Imaginative learning media; (3). Using the research facility for hone; (4). Using the library as a learning asset (5). Utilizing the audio-visual room within the KBM. Upkeep of instructive offices is carried out on an continuous premise and occasionally concurring to the sort of instructive offices and offices accessible, these exercises are carried out by all components of the school counting the committee and the encompassing community. The madrasah offices are very total such as research facilities, libraries and others.

The usage of a quality administration framework to have satisfactory learning offices: (1). Apply for budgetary help from the APBD from 1 year to 5 a long time and the APBN; (2). Raising stores from the community or understudy gatekeepers; (3). Give and proceed to create offices. As Permendiknas RI No. 24 of 2007 concerning guidelines for framework and offices for instructive

²⁷ Irfan Dahnil, Al-Khwarizmi, and Karina Wanda, *Modernisasi Pendidikan Pada Era Artificial Intelligence*, ed. by Rakhmad Wahyudin Sagala, I (Medan: UMSU Press, 2024).

educate (pesantren), that: By satisfying all the measures of offices and framework that have been decided, it is trusted that schools will proceed to organize the quality of the learning handle so that the offices and framework that have been claimed can be utilized ideally and can be appropriately kept up by the school in agreement with the benchmarks within the Service of National Instruction²⁸.

7. Professional Management of Education

Pesantren Darunnajah Cluring in actualizing the quality administration framework oversees Islamic instruction teach professionally: (1). Straightforward within the improvement of pesantren programs; (2). Division of assignments based on execution quality; (3). Doing 6 K, specifically: Inclusion, teach, security, connection, excellence, and cleanliness.

Pesantren Amanatulloh Gambiran sets a standard reference for pesantren administration centered on three things, specifically '(1). Planning the instruction program within the pesantren; (2). Execution of the instruction program within the pesantren, and (3). Supervision of instruction programs in pesantren. Usage of a quality administration framework for proficient administration of Islamic instruction teach: (1). Conducting by ingrains a sense of Islamicity, fellowship, and openness; (2). The conviction that a solid era since it is ingraining with a sense of religion or confidence, information and aptitudes; (3). Expanding polished skill in arrange to confront the period of globalization. (4). Doing it with earnest charity. In the interim, progressing the quality of financing is controlled by the establishment, beginning from month to month educational cost expenses and instruction gift stores. 'The school as it were proposes budget needs for one year, the acknowledgment of which depends on the establishment. Deciding a authoritative program of exercises based on thought of budget accessibility and the level of direness of the program unit and, mingling the program of exercises and sources of financing reserves to all components of the pesantren by the establishment.

Besides, instructive teach execute a pesantren administration and financing framework based on autonomy, organization, cooperation, openness, and responsibility. As in line with PP. No. 19 of 2005 article 49, that instructive teach must oversee their educational teach with 'independence, organization, cooperation, openness, and accountability.' In expansion, within the Islamic see, the administration of Islamic instructive teach must be carried out perfectly, accurately, efficient and routinely.

8. Community Participation and Institutional or Pesantren Partnerships

Pesantren Darunnajah Cluring includes the community within the usage of instruction separated into two bunches of involvement, (1). Inclusion within the learning handle; (2). Inclusion within the administration prepare of the institution or pesantren. Inclusion in educating and learning exercises including components of school pioneers (school administration components), instructors, understudies, and the community and graduated class, does not touch

²⁸ Peraturan Menteri Pendidikan Nasional Republik Indonesia, 'Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 24 Tahun 2007 Tentang Standar Sarana Dan Prasarana Untuk Sekolah Dasar / Madrasah Ibtidaiyah (SD/MI) Sekolah Menengah Pertama / Madrasah Tsanawiyah (SMP/MTs) Dan Sekolah Menengah Atas / Madra', Kementerian Pendidikan Dan Kebudayaan, 2007.

on the quality targets. In Pesantren Darunnajah Cluring, the association of the community or guardians is exceptionally near to giving administrations and needs for the method and yield.

Pesantren Amanatulloh Gambiran involves the community within the execution of instruction partitioned into two bunches of association, (1). Inclusion within the learning prepare; (2). Inclusion within the administration handle of the institution or pesantren. Inclusion in educating and learning exercises including components of school pioneers (school administration components), teachers, students, and the community and graduated class, does not touch on the quality target. In Pesantren Amanatulloh Gambiran, the community (guardians) is very ideal in administrations and needs within the prepare, and yield.

As expressed by ²⁹ that: Community cooperation is the cooperation or association of the community in improvement usage exercises in arranging, executing, and controlling as well as being able to extend the eagerness to accept and the capacity to reply, either specifically or indirectly from the thought, arrangement detailing to program execution. This supposition is affirmed by ³⁰ that: shapes of community support are within the shape of (a) discussion, ordinarily within the shape of administrations, (b) unconstrained gifts within the frame of money and merchandise, (c) building up ventures that are self-sustaining and the donors come from person gifts or organizations that are exterior a certain environment (third parties), (d) building up ventures that are self-sustaining and are financed completely by the community, (e) gifts within the shape of work, (f) mass activity, (g) sorting out improvement among autonomous town families and (h) building independent community ventures

9. Visionary Quality Development Through Special Services

Pesantren Darunnajah Cluring conducts visionary quality improvement through extraordinary administrations, to be specific assembly the wants of administrations to understudies to back educating and learning exercises so that instructive objectives can be accomplished successfully and effectively. As uncovered by ³¹ that: Extraordinary benefit administration is carried out with the point of supporting the victory of the educating and learning prepare. The victory of learning, among others, must be backed by a learning asset middle, a pesantren wellbeing middle (POSKESTREN), directing direction, and a pesantren canteen.

The leadership style of the Pengasuh/Kyai of Pesantren Darunnajah can be categorised as democratic. The democratic style was chosen and developed by the leadership of Pesantren Darunnajah with the intention of involving all parties (head of the foundation, ustad/teachers and pesantren administrators). The role and involvement of santri guardians through regional coordinators is very active and pesantren policies are always coordinated with the pesantren management. Strength, openness and togetherness in managing dynamic educational institutions towards outstanding pesantren are a necessity. The burden of great institutional responsibility, the

²⁹ Karmita Aji, Eka Yulyana, and Evi Priyanti, 'Partisipasi Masyarakat Dalam Pembangunan Desa Mulyasari Kecamatan Ciampel Kabupaten Karawang', *Jurnal Pemerintahan Dan Politik*, 7.3 (2022), 17–22 <<https://doi.org/10.36982/jpg.v7i3.2300>>.

³⁰ Nur Hidayah and Abdur Rahim, 'Bentuk Partisipasi Masyarakat Dalam Mendirikan Madrasah Ibtidaiyah Ar-Rahman Di Desa Widodaren Kecamatan Widodaren Kabupaten Ngawi', *JOEL:Journal of Educational and Language Research*, 8721.2 (2022), 2047–72.

³¹ Yunus and Dja'far.

dynamism of quality competition and always obsessed with achievement need to be built on the foundation of togetherness and openness.

Pesantren Amanatulloh Gambiran conducts visionary quality advancement through uncommon administrations, specifically 'meeting the benefit needs of understudies to bolster educating and learning exercises so that instructive objectives can be accomplished viably and productively. As uncovered by ³² that: Extraordinary benefit administration is carried out with the point of supporting the victory of the instructing and learning handle. The victory of learning, among others, must be bolstered by a learning asset middle, a pesantren wellbeing middle (POSKESTREN), advising direction, and a pesantren canteen.

The inherent autocratic style is also very effective for mobilising/accelerating private institutions to realise their academic and non-academic competitive institutions. Researchers also did not find the phenomenon of institutional management, from the representation of parents and parties who pay attention to the management of this institution. The strong tendency for autocracy to adorn the Amanatulloh environment does not pose a serious problem, because it is balanced by the consequences of bisyaroh for ustads/teachers and the administration and representative facilities. Secondly, parents are fully convinced that it all has a positive impact on their children's discipline and scientific progress. Third, the private educational institution is a state foundation that has full authority over institutional strategic policies. Fourth, this pesantren has the highest cost in Gambiran and its academic climate is unique. This is the distinction of Amanatulloh pesantren to carve out its institutional achievements that have a positive impact on its output.

Special service management is an effort that is not directly related to the learning process in the classroom, but is specifically given or handled by the leadership of the institution to the students so that they are more optimal in carrying out the teaching and learning process. In this special service, the pesantren can be said to be perfect because this institution already has facilities that support the activities of students, teachers and administrators. But this pesantren always strives to complete and perfect its facilities and infrastructure. Based on what ³³ said in his research has found that: superior schools have characteristics, namely: (1) A safe and orderly boarding school environment; (2) A climate of high expectations; (3) Logical instructional leadership; (4) A clear and focused mission; (5) Opportunities to learn and work on assignments for students; and (6) Frequent monitoring of student progress, and supportive home-school relationships.

Evaluation of Educator Quality Development in Realising Competitive Pesantren at Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi.

Evaluation of the quality development of educators at Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran is carried out to ensure the realisation or achievement of the quality of educators in realising competitive pesantren in institutions or pesantren as competitive educational institutions.

³² Yunus and Dja'far.

³³ Putri.

1. Evaluation of Institution Performance

Pesantren Darunnajah Cluring Banyuwangi assesses the quality of instruction to make a competitive institution by implies of, to be specific, the positions of the head/leadership of the institution, the observing and assessment group from related organizations and between person pesantren inhabitants whose execution can be clinical, specialized and non-technical, both each month, mid-semester, conclusion of semester and conclusion of year to be able to discover out the execution of the program, deterrents and how to overcome them. Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi evaluate the quality of instruction to make competitive teach by implies of, to be specific, the positions of the head/leader of the institution, the checking and assessment group from related offices and among person pesantren inhabitants whose usage can be clinical, specialized and non-technical, both each month, mid-semester, conclusion of semester and conclusion of year to be able to discover out the execution of the program, impediments and how to overcome them.

The components assessed at Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi are To begin with, Input: It is anticipated that quality control can be moved forward from the input component. These instructive institutions have a far-sighted vision. At Pesantren Amanatulloh Gambiran Banyuwangi, the most center of pesantren exercises is the quality of teachers or instructors and students or santri to induce benefit fulfillment, by having a quality approach, objectives, and quality goals as well as tall desires for accomplishment so that pesantren can figure it out competitive pesantren. Moment, Prepare: the investigate found six components that are checked or assessed which are considered to construct the quality of teachers in Pesantren Amanatulloh Gambiran Banyuwangi, specifically: 1) educating and learning handle, 2) authority, 3) administration and association, 4) key participation, 5) quality culture and climate of the pesantren, and 6) association of pesantren inhabitants and partners. Third, Yield: Scholarly execution is the yield discoveries of the instructive institution, to be specific: accomplishment of santri learning results, graduation, test scores, scholarly work, scholarly and non-academic accomplishments. When guided by the ranges of underway accomplishment passed on by ³⁴, to be specific: 1) information acquisition/expression, 2) information application/problem understanding, 3) individual and social aptitudes, and 4) inspiration and commitment.

For non-academic both instructive educate, the quality accomplishments incorporate: changes in state of mind as a result of learning, association and cooperation of understudies within the instructive prepare itself, and non-academic accomplishments. Agreeing to ³⁵ the learning results have two measurements, to be specific: individual and social abilities and inspiration and commitment are measurements of the non-academic accomplishments of understudies.

³⁴ S Suwandi, 'Strategi Pelaksanaan Mutu, Dan Pengawasan Mutu Yang Dilaksanakan Di SDN 105429 Desa Bajaronggi', *Jurnal Bunayya*, I.4 (2020), 261–74 <<http://jurnal.stit-alittihadiyahlabura.ac.id/index.php/bunayya/article/view/103>>.

³⁵ Alvan Fathony, Rokaiyah Rokaiyah, and Sofiyatul Mukarromah, 'Pengembangan Potensi Unit Usaha Pondok Pesantren Nurul Jadid Melalui Ekoproteksi', *TRILOGI: Jurnal Ilmu Teknologi, Kesehatan, Dan Humaniora*, 2.1 (2021), 22–34 <<https://doi.org/10.33650/trilogi.v2i1.2098>>.

2. Evaluation of the Learning Process

Pesantren Darunnajah Cluring Banyuwangi conducts assessment and supervision of the learning process at each stage of arranging, execution and learning results. To begin with, the caregiver plans a learning handle supervision and assessment program, Moment, the caregiver carries out supervision and assessment of learning as a whole which incorporates learning arranging, learning usage, and learning results, (at that point assessment in measuring this cognitive perspective isn't the same as appraisal in measuring emotional viewpoints). Appraisal in measuring this cognitive angle isn't the same as appraisal in measuring emotional perspectives. Third, the caregiver conducts supervision to all ustads/teachers/educators.

Pesantren Amanatulloh Gambiran Banyuwangi assesses and administers the learning process at each stage of arranging, execution and learning results. To begin with, the caregiver plans a supervision program and assesses the learning handle, Moment, the caregiver carries out supervision and assessment of learning as a whole which incorporates learning arranging, learning execution, and learning results, Third, the caregiver carries out supervision to all ustads/teachers/educators³⁶.

Hence, in arranging for a learning handle to run successfully and effectively, it must be arranged, evaluated and directed. As agreeing to³⁷, defining supervision implies deciding what has been done. It implies assessing work execution and on the off chance that essential, actualizing remedial activities so that the comes about of the work are in agreement with the plans.

3. Developing an Institutional Self-Evaluation

Organization Self Assessment was arranged by Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi to examine administration handle information as a frame of assessing the quality of these instructive educate. Based on the organization self-evaluation at Pesantren Darunnajah, instructive educate carry out self-evaluation of regulation execution on an progressing premise to decide its affect on moving forward learning results counting: To begin with, the institution conducts a self-evaluation of the institution's execution, Moment, the institution conducts an assessment of the learning handle at the conclusion of each semester, Third, the institution conducts an assessment of the yearly work program or RKAT at the conclusion of each year, Fourth, the institution plans a report on the comes about of the institution's self-evaluation, Fifth, the institution plans a need scale of exercises and follow-up programs to the comes about of EDL.

Based on the EDL comes about, Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi center on progressing learning results by evaluating execution, measuring, and making enhancements based on the comes about of self-evaluation and deciding markers, to be specific: 'First, the institution plans KKM for each subject, Moment, the institution evaluates the victory of the learning process or the accomplishment of KKM, Third, the institution of Pesantren Darunnajah Cluring Banyuwangi moves forward the execution of the

³⁶ Upiani and others, 'PRINSIP-PRINSIP DASAR EVALUASI DAN IMPLIKASI DALAM MENILAI INSTRUKSI IMAN ISLAM DI LEMBAGA PENDIDIKAN', *Jurnal PAI Raden Fatah*, 15.1 (2024), 37-48 <<https://doi.org/10.19109/pairf.v6i1>>.

³⁷ (George, 1997)

learning prepare. In archive administration EDL (organization self-evaluation) gets to be information that can be utilized as fabric or premise for inside unit and field gatherings which are at that point utilized as fabric for the quality audit assembly of Pesantren Darunnajah Cluring Banyuwangi, as agreeing to ³⁸ that: 'control is to assess the execution of work and move forward what is being done to guarantee the accomplishment of comes about concurring to arrange.

4. Arranging the Priority Scale of Activities and Follow-up Programmes

The caregivers of Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi conducted a quality assessment by announcing all exercises that had been carried out, so that with the report there would be an assessment related to the programs carried out. For this reason, based on perceptions at Pesantren Darunnajah Cluring Banyuwangi, the administration of the institution is carried out professionally by conducting assessments based on responsibility, straightforwardness and productivity each visit of related parties has no discoveries. In each line of work in Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi as of now have their individual quality goals.

To attain these quality objectives, each line of work within the institution as of now has work programs and follow-up programs to realize quality. Moreover, distinguishing what can back the accomplishment of quality goals in each line of work, specifically, what programs must be done and what exercises must be carried out. In arrange for these exercises to run productively, viably and imaginatively, each line of work must be evaluated. That way it can empower each line of work within the institution to extend targets by including quality targets and making persistent changes.

The following is a description of Pesantren Darunnajah with 154 students who graduated, 114 of whom were recorded continuing and taking professional paths, meaning more than 80%, and 20% who continued in the boarding school and entrepreneurship. Scientific and professional career development, this output cannot be separated from the quality management that has been mastered and implemented by the institution consistently and istiqomah. As an educational institution, it is able to inspire and motivate its outputs to continue their studies. The projection of the emotional situation of santri to continue to have a scientific passion is a very good achievement for the future of self, family, religion, nation and state. It is impossible for a great achievement (in all fields) without a scientific base, because knowledge is the basis of the power of creative, productive and innovative human resources.

Scholastic accomplishments incorporate; a). 100% of the graduated class proceed their ponders (college). b). Numerous of its graduated class are acknowledged at bona fide colleges within the nation and overseas. c). The scholarly climate is taught and energetic, d). The national and neighborhood educational programs is well coordinates and figured it out, e). The yield is moderately worthy to the community since it is able to play a part in devout and social community administration, g). Centralised type of authority within the establishment.

The victory of Pesantren Amanatulloh Gambiran persuades and plans its santri to proceed their considerers (college) and be acknowledged into higher instruction levels (colleges) with great

³⁸ (George, 1997)

quality both locally and abroad. This eagerness and quality of yield isn't gotten right away, but through a crucial course of action in terms of administration. Administration as a concept and commonsense system has to communicate and energize to impact and make a healthy and energetic scholastic climate, so that it can invigorate and motivate understudies to exceed expectations within the guidelines anticipated by individual partners, instructive teach and society all inclusive. The impact of the usage of quality administration to realize the administration of exceptional Islamic-based instructive teach is progressively realizing its positive affect. Pesantren Amanatulloh Gambiran foundations appears exceptionally great scholastic and non-academic accomplishments and is pleased of us Muslims, this Islamic-based institution is able to coordinated Islamic and common religious knowledge in a solid and adjusted way.

Scholastic accomplishments incorporate; a). 100% of its graduated class proceed their thinks about (college). b). Numerous of its graduated class are acknowledged at bona fide colleges within the nation and overseas. c). The scholarly climate is taught and energetic, d). The national and local educational modules is well coordinates and realized, e). The yield is generally satisfactory to the community since it is able to play a part within the administration of the religion.

Follow-up of Educator Quality Development in Realizing Competitive Pesantren at Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi.

The follow-up of educator quality development in Pesantren Darunnajah Cluring and Pesantren Amanatulloh Gambiran Banyuwangi is a strategic step in realizing competitive pesantren in the midst of modern education challenges. The quality development of educators at Pesantren Darunnajah Cluring is not only a part of educational planning, but also a tool to answer the demands of global changes that affect the world of education, both in terms of curriculum, teaching methods, and institutional management. To provide an in-depth analysis of this matter, we can relate the steps to develop the quality of educators in both pesantren with several theories of education management and educator quality improvement.

The development of educator quality in Islamic educational institutions, including Islamic boarding schools (pesantren), can be explained through the Total Quality Management (TQM) framework. TQM theory emphasizes that quality is not simply an end result, but a continuous process involving all components of the educational institution (Sallis, 2014). In this context, educators are a critical input that determines the quality of the learning process and the outcome, which is competitive graduates.

From a TQM perspective, several key principles can be used to examine educator quality development practices in Islamic boarding schools, namely:

1. Customer Focus

In the context of education, customers are not only students but also parents, the community, and users of graduates. The second Islamic boarding school has demonstrated a focus on customer satisfaction by providing professional, needs-based learning services.

2. Community Involvement

Quality education can only be achieved if all stakeholders are actively involved. Darunnajah Cluring places greater emphasis on teacher involvement through PKB (training,

workshops, and comparative studies), while Amanatulloh Gambiran emphasizes discipline and the integration of traditional values with modernity.

3. Process Approach

The educational process is seen as a series of interrelated activities, from planning, implementation, to evaluation. Both Islamic boarding schools have conducted regular evaluations of teacher performance, instruction, and the institution, in line with the Plan-Do-Check-Act (PDCA) cycle introduced by Deming.

4. Continuous Improvement

Efforts such as strengthening teacher competencies, utilizing information technology, and institutional self-evaluation (EDL) demonstrate a conscious effort to continuously improve.

5. Systems Approach

The quality of an Islamic boarding school is assessed not only by the quality of its educators, but also by their integration with the curriculum, infrastructure, organizational culture, and community participation³⁹.

It can be concluded that the practice of mutual development of educators in both Islamic boarding schools demonstrates the application of TQM principles, albeit with different approaches. Darunnajah Cluring is more oriented toward modernization and technology, while Amanatulloh Gambiran emphasizes the integration of tradition and modernity. These differences reflect variations in strategies for realizing competitive Islamic boarding schools, but both are directed towards the TQM principles of continuous quality and total involvement.

CONCLUSION

Planning for teacher quality development in Islamic boarding schools is not merely an administrative requirement, but rather serves as a strategic foundation that determines the institution's competitiveness. From the cases of Darunnajah Islamic Boarding School in Cluring and Amanatulloh Islamic Boarding School in Gambiran, it can be assumed that teacher quality is directly proportional to the boarding school's ability to respond to the complex challenges of modern education without losing its traditional identity.

The implementation of teacher quality development demonstrates that leadership and governance patterns in Islamic boarding schools shape institutional differentiation. Democratic patterns, on the one hand, and autocratic patterns combined with Salafiyah traditions, on the other, demonstrate that no single model serves as a standard. This diversity of models indicates that independent institutional ijtihad is a crucial factor in fostering a competitive advantage in Islamic boarding schools.

³⁹ W. Edwards Deming, 'Out of the Crisis', *Out Of The Crises PDF*, 19.4 (1987), 232–33 <<https://doi.org/10.1080/00224065.1987.11979070>>.

Evaluation of teacher quality development demonstrates that systematic, transparent, and accountable evaluation practices are a key instrument in ensuring mutual understanding. Evaluation here functions not merely as a control mechanism but also as a means of institutional reflection to direct programs to be more adaptive and relevant to the needs of students and the community.

Follow-up on teacher quality development emphasizes the dialectic between innovation and the conservation of traditional values. Islamic boarding schools are able to incorporate innovations in the form of ongoing training, quality management, and stakeholder engagement without abandoning their traditional Salafi roots. This raises the proposition that competitive advantage in Islamic boarding schools can be achieved not by negating tradition, but by creatively integrating it with the demands of modernity.

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